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ABSTRACT

Presented is a checklist developed by the Austin Early Childhood Special Education Program to help teachers evaluate children's classroom behavior and coping skills. It is explained that results of the checklist should provide information on such factors as possible underlying problems experienced by a student, situations in which a student functions best, student progress in attaining school skills, and appropriate expectations and objectives. The checklist is arranged to allow for observation during 13 typical periods of a preschool day, including free play, large group activity, lunch time, story and music time, and rest time. (CL)

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The Austin Early Childhood Special Education Program

CHECKLIST OF COPING SKILLS:

AN EARLY CHILDHOOD SPECIAL EDUCATION OBSERVATION SCHEDULE

Developed by
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Outreach Project
Austin Early Childhood Special Education
Austin Independent School District

Fall, 1976

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INTRODUCTION

Children are enrolled in the Austin Early Childhood Special Education Program because they have special problems and special needs. Each child has one or more diagnosed handicaps. As young children they will be in a school environment for many years to come and the school will beccme a major part of their lives. This program is the beginning step into school life . As a part of his real world, the school world will be easier for the child to live in when he has a positive self concept, confidence, trust and independence. It is the job of his teachers to help the handicapped child develop important personal attitudes, values, skills and feelings.

The Checklist of Coping Skills (CCS) is a beginning. Through the use of the checklist a teacher can gain an understanding of a child's functioning level in a school environment. Knowing how the child performs will help the teacher plan activities to aid in the acquisition of new skills. The checklist can help the teacher understand the child's functioning level when he begins school, while he is progressing throughout the semester, and at the end of the semester; thus, more time can be spent working on appropriate skill acquisition.

The checklist has been written primarily for teachers. It is

designed to assist teachers in observing the physical, cognitive, social and emotional functioning of the children in the classroom. It is based on two premises. First, all children need additional skills in these areas to be able to further increase their achievements and knowledge. Second, the observations that trained teachers customarily make on a day-to-day basis in the natural school environment are the most natural basis for making judgments about a child's classroom needs. The failure to include observations of a child in a classroom situation is the major deficiency of most diagnostic tests. This checklist's goal is to help organize those observations of a child's classroom behavior.

Purposes The Checklist of Coping Skills was designed to provide the teacher with nine uses and types of information. After filling out the checklist the teacher knows:

1. HOW A CHILD FUNCTIONS IN CLASSROOM SITUATIONS

Traditional checklists de-emphasize classroom observations by the teacher in determining how a child functions in a classroom setting. Many of the items in this checklist were designed to pinpoint specific behaviors that could indicate a child's functioning level so that a teacher may know what skills a child uses (with ease or with difficulty) in the natural environment of the classroom.

2. THE CHILD'S SKILLS FOR COPING

By observing the behaviors listed in the checklist a teacher may be able to determine what coping skills a child does use in daily school living. By comparing those behaviors which demonstrate functional skills, a teacher can determine a child's relative needs for skill training in various areas.

3. POSSIBLE UNDERLYING PROBLEMS OF A CHILD THAT MAY PREVENT HIS USING CERTAIN ABILITIES

Patterns of responses on the checklist point to instances where voluntary or involuntary behaviors interfere with skillful functioning.

4. WHAT PLANS TO MAKE FOR THE INDIVIDUAL CHILD

After completion of the checklist a teacher knows the child's functioning level. A teacher will also know which new skills a child will need to cope better with school demands and can plan accordingly.

5. IN WHICH SITUATIONS A CHILD FUNCTIONS BEST

Very specifically, a teacher can learn from the checklist where, when, and in what way a child functions at his best -- i.e., at what time of the day, in which

activities, with or without other children, and in what conceptual areas. With this knowledge a teacher can plan a more effective program for each child.

6. AN INDIVIDUAL CHILD'S PROGRESS IN ATTAINMENT OF SCHOOL SKILLS

A teacher needs to know if what he is doing is helping the child in the areas of school related coping skills. Through comparison of the results of successive administrations of the checklist, use in the beginning, middle, and end of the school year provides this knowledge. A teacher may also use the checklist at other times that may be appropriate for achieving this purpose for individual children.

7. INFORMATION TO USE DURING STAFFINGS

By sharing the checklist information with therapists, diagnosticians, and other support personnel in a program, a coordinated effort to help the child may be made easier and more meaningful. Staffing time can be used to interpret the information from both the checklist and the therapists and to develop a potentially effective plan.

8. INFORMATION TO SHARE DURING PARENT CONFERENCES

As in staffings, a teacher should share the obtained information with a child's parents. A teacher should also inquire into the skills a child uses in the home and compare those with the skills he uses at school in order to determine the consistency of the level of functioning. Parents and teachers should be able to work together on the acquistion of important skills and attitudes.

9. APPROPRIATE OBJECTIVES FOR THE INDIVIDUAL CHILD

A teacher should know a child as a whole person and should know what is a reasonable or unreasonable expectation and should create objectives accordingly. The checklist is an aid since it will give the teacher direction.

Organization and Use of the CCS

The Checklist of Coping Skills has not been arranged according to developmental guidelines. It does not require a teacher to arrange a special time or place so that he may administer a set of items or tasks to a child. The CCS was designed and items selected so that a teacher observes a child as he naturally or typically performs in each activity of the daily schedule. Because this checklist is designed with the whole child in mind, it has not been divided into what are becoming the traditional cognitive, affective, and psychomotor areas. Instead, items that could be assigned to these categories are incorporated in part into the various sections of the Checklist.

The CCS is organized into thirteen periods of the type encountered in a typical preschool daily routine. Within each time period are items which, if demonstrated by a child, indicate some significant behavior required to function at that time of day or during that particular kind of activity. These sections are:

I. BEGINNING OF DAY--the time from getting off the bus and entering the classroom to the beginning of an activity.

II. FREE PLAY--the time of minimum teacher intervention when each child chooses what he wants to do.

III. TRANSITIONS--changing from one scheduled activity to another.

IV. LARGE GROUP ACTIVITY--an activity involving six or more children per adult or the total group.

V. TOILETING--time when children are taken to or use the bathroom and related tasks.

VI. OUTSIDE--activity, usually a free play time on playground.

VII. STRUCTURED ACTIVITY-CENTERS--a time when there is a limited number of teacher-directed activities; children have choice among these predetermined activities.

VIII. LUNCH TIME--when children eat lunch and perform related tasks.

IX. STORY AND MUSIC TIME--activity involving either listening to a story or singing songs; two combined for convenience and many like skills needed for both.

X. REST TIME--non-activity time when children are quiet and usually lying on mats.

XI. SMALL GROUPS--an activity involving five or fewer children per adult.

XII. INDIVIDUAL--activity involving one or two children per adult.

XIII. END OF DAY--time from close of day to getting on bus.

Within each area or activity are six to twenty "terminal objectives." Each represents skills that when attained demonstrate achievement of independence or a high functioning level. Below each terminal objective is the word "NOTE", which is a list of commonly observed alternative behaviors or lower level functional skills. These skills are not intended to be sequenced developmentally nor are they to be considered as task analysis.

They are included as cues for the teacher to determine where a child may be functioning or why a child is not attaining the terminal objective. To the right of the items are five boxes labelled "Day 1" through "Day 5" and a "TOTAL" box. Under the "Day" boxes appears "COMMENTS" where the person completing the checklist may write observations other than those listed. There might be mentioned how difficult the task was for the child, appropriateness of time involved, and any other important factors that might have affected the child's behavior. Examples of such factors include medication, physical condition, and allergies. Finally, there are four pages of general observations that can be used as an overview of the child. Pages titled "Parent Review Form," "Staff Review Form" and "Teacher Interpretation Form" are included and are self-explanatory.

Administration of the CCS: A General Description

Before administering the checklist at the start of a new school year, each adult in the classroom should allow at least two weeks to become familiar with the child and for the child to become familiar with his new environment. If this is not done, results of administration may be unreliable or misrepresent a child's typical functioning.

The adults observe each child in the class for five consecutive days on a rotating basis so that each child is observed

by each adult at least one of the five days. The purpose of this rotation is to establish a baseline for consistency and reduce the effects of subjectivity of each observer.

Each item of the checklist represents a skill which, when consistently demonstrated by a child, increases that child's functioning level in the classroom. A skill or item is considered to be consistent within a child's repertoire when it is demonstrated four or five times during the five day observation period . Only those skills or items which the child does not demonstrate consistently should be considered goals or objectives for the child's educational plans.

Alternative behaviors to the items, which are listed under each item, can be checked if appropriate. Space is also provided for additional clarification or further information concerning a child's behavior.

The Staff Review Form, Teacher Interpretation Form, and Parent Review Form should all be completed in narrative style according to the directions on the forms. The General Observation Pages for language and motor activities are designed to be completed after the administration of the Checklist. All members of the teacher team confer, pool information, and discuss these items as they complete the lists.

The Checklist of Coping Skills is designed so that the

needed observations are made within the daily routine of the preschool classroom. No extra materials, time, or special settings are needed and in fact might be detrimental to the purposes of the checklist.

Organization of the Teaching Team for CCS Administration

Because the checklist is based on teacher observations of a child throughout a given day and because a child is observed by a different teacher each day, the teaching team must be organized. A rotation system among adults and children may be the most efficient means for completing the CCS. An example of a possible rotation system follows for a classroom setting of four adults and sixteen children.

Teacher	Day 1	Day 2	Day 3	Day 4	Day 5
T 1	C 1,2	C 7,8	C 5,6	C 3,4	C 1,2
T 2	C 3,4	C 5,6	C 7,8	C 1,2	C 3,4
T 3	C 5,6	C 3,4	C 1,2	C 7,8	C 5,6
T 4	C 7,8	C 1,2	C 3,4	C 5,6	C 7,8

This system would provide for each teacher to observe each child scheduled for observation at least one day of the five day observation period. That is, Child (C) 1 and 2 are

observed by Teacher (T) 1 on Day 1. On Day 2, Teacher 1 observes child 3 and 4. Child 5 and 6 are observed on Day 3 and so on until the cycle is complete for the 8 children and 4 adults in one week. Following this system the checklist requires two weeks to complete. It is the opinion of those who have administered the checklist that a teacher cannot accurately observe more than two children per day. As noted in figure, each teacher observes the same two children on day five as he did on day one. For ease of administration and clarification this is unavoidable and presents no great problem of observer subjectivity.

CHECKLIST

CHILD'S NAME_____ DATE_____

D.O.B._____

C.A._____

MAJOR AND SECONDARY HANDICAPS_____

TEACHERS_____

DESCRIPTION OF CHILD:

I. BEGINNING OF DAY

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. CLIMBS DOWN BUS STEPS UNASSISTED NOTE: -needs support -needs to be lifted off						
2. FINDS ADULT HE KNOWS UPON GETTING OFF BUS NOTE: -runs away or wanders -goes directly to room -looks but doesn't find -stands and waits for adult						
	Comments:					
3. TRANSPORTS SELF TO CLASSROOM UNASSISTED NOTE: -with verbal cues -with physical help						
	Comments:					
4. FINDS OWN ROOM UNASSISTED NOTE: -with verbal cues -with physical help						
	Comments:					
5. INITIATES GREETING TO OTHERS NOTE: -imitates verbal greeting only -imitates gestural greeting only -does not initiate or imitate						
	Comments:					
6. SEPARATES EASILY FROM MOTHER/FATHER NOTE: -separation difficult -needs special help to separate						
	Comments:					

I. BEGINNING OF DAY (CON'T.)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
7. UNBUTTONS OR UNZIPS OWN COAT WITHOUT HELP NOTE: -attempts to unbutton or unzip -needs complete assistance						
	Comments:					
8. TAKES COAT OFF UNASSISTED NOTE: -when unbuttoned or unzipped can take off -assists in removing -needs complete assistance						
	Comments:					
9. HANGS UP COAT ON HOOK WITHOUT PROMPTING OR GUIDANCE NOTE: -when given gestures -when given verbal cues -when guided to closet -needs complete assistance						
	Comments:					
10. UPON ENTERING THE ROOM, AFTER PUTTING THINGS AWAY, FINDS AN ACTIVITY NOTE: -wanders around the room -watches others before becoming involved -sits -waits for teacher direction						
	Comments:					

II. FREE PLAY

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. FINDS AN ACTIVITY INDEPENDENTLY NOTE: - when directed by peer - when directed by adult						
	Comments:					
2. ENGAGES IN AN ACTIVITY WITH TWO OR MORE PEERS NOTE: - with one other peer - with adult only - by self only						
	Comments:					
3. ENGAGES IN COOPERATIVE PLAY WITH OTHERS NOTE: - associative - in parallel - solitary						
	Comments:					
4. ENGAGES IN AT LEAST TWO DIFFERENT ACTIVITIES DURING EACH FREE PLAY NOTE: - engages in same activity - over active - without adult attention does not engage in any activity						
	Comments:					
5. ENGAGES IN AN ACTIVITY FOR 15 OR MORE MINUTES WITHOUT ADULT ATTENTION NOTE: -10-15 5-10 0-5 -needs constant adult attention						
	Comments:					

II. FREE PLAY (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
6. INTERACTS WITH OTHERS USING COMPLETE SENTENCES NOTE: - uses words but not sentences - uses jargon - primarily gestures - never interacts						
	Comments:					
7. SHARES A TOY WILLINGLY BEFORE ASKED NOTE: - shares a toy when asked by peer - shares a toy when asked by adult - does not share willingly when asked						
	Comments:					
8. ASKS PEER FOR TURN NOTE: - only asks teacher - does not ask - seems unaware for need to do so						
	Comments:					
9. WHEN NEEDED ASKS ADULT FOR HELP IN AN ACCEPTABLE MANNER NOTE: -asks inappropriately -asks too frequently -never asks						
	Comments:					

III. TRANSITIONS

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. RESPONDS TO CUE BY STATING WHAT IT IS TIME TO DO WHEN ASKED. NOTE: - vocalizes - gestures - no response						
	Comments:					
2. RESPONDS TO CUE BY AUTOMATICALLY DOING WHAT IS EXPECTED (i.e., knows routine and does what cue indicates w/out assistance) NOTE: - ignores cue - tantrum - continued with what he is doing - needs direction to be repeated - needs to be forewarned about cue - needs complete assistance						
	Comments:					
3. KNOWS WHERE TOYS BELONG AND PUTS THEM AWAY WITHOUT ASSISTANCE. NOTE: - needs verbal cues - needs gestures - needs assistance - takes an excessive amount of time						
	Comments:					
4. PUTS TOYS AWAY BY CLASSIFYING AND SORTING (i.e. like things together) NOTE: - tosses toys haphazardly - takes an excessive amount of time						
	Comments:					

III. TRANSITIONS (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
5. WILLINGLY HELPS CLEAN UP						
6. TRANSITIONS ARE MADE EASILY AND QUICKLY						

NOTE: - ignores direction only
- needs to be put through the action
- becomes distracted
- plays more intensely

Comments:

NOTE: - needs counting
- needs music

Comments:

IV. LARGE GROUP ACTIVITY

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. UPON CUE TRANSPORTS SELF TO LOCALE OF LARGE GROUP NOTE: - needs verbal direction repeated - needs assistance						
	Comments:					
2. WHEN GOING TO LARGE GROUP FINDS A PLACE AND SITS DOWN MAINTAINING SITTING POSITION NOTE: - needs to be shown where to sit - needs help sitting down - can not maintain sitting position						
	Comments:					
3. ACCEPTS OTHERS SITTING NEXT TO HIM NOTE: - begins fussing - becomes fidgity - unaware of others - requires adult sitting nearby						
	Comments:					
4. ATTENDS TO LARGE GROUP PRESENTATIONS IN SEGMENTS OF AT LEAST 10-15 MINUTES BETWEEN DISTRACTIONS NOTE: - 5-10 0-5						
	Comments:					
5. SITS APPROPRIATELY WHILE IN GROUP SITUATION NOTE: - able to sit and attend - better when moved back away from group - engages in incompatable motor behavior - engages in self stimulation						
	Comments:					

IV. LARGE GROUP ACTIVITY (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
6. VISUAL ATTENTION IS ESTABLISHED AT BEGINNING OF LARGE GROUP AND MAINTAINED FOR AT LEAST 10-15 MINUTES BEFORE DISTRACTION NOTE: - 5-10 0-5 - Visual attention rarely established						
Comments:						
7. PARTICIPATES IN ACTIVITY APPROPRIATE TO SITUATION NOTE: - participates passively - participates agressively - does not participate in front of large group - does not participate						
Comments:						
8. RELATES ACTIVITY TO ANOTHER EXPERIENCE WHEN ASKED NOTE: - does not relate - when given verbal assistance - will relate						
Comments:						

V. TOILETING

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. INDEPENDENTLY INDICATES NEED TO USE THE BATHROOM NOTE: - verbalizes when asked - gestures - needs reminding - states need after the fact - rarely if ever indicates need						
	Comments:					
2. FINDS WAY TO BATHROOM NOTE: - needs verbal directions - needs assistance						
	Comments:					
3. USES A TOILET NOTE: - in training - training not started						
	Comments:					
4. PULLS DOWN OWN PANTS INCLUDING FASTENERS NOTE: - when fasteners are undone can pull down - needs help pulling down - if pants are started over hips can pull - needs verbal directions - needs gestures						
	Comments:					
5. CLIMBS UP ON TOILET WITHOUT ASSISTANCE NOTE: - needs assistance						
	Comments:					

V. TOILETING (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
6. WIPES SELF NOTE: -needs reminding -needs assistance						
	Comments:					
7. PULLS UP PANTS AND FASTENS WITHOUT ASSISTANCE NOTE: - with verbal cues - with gestures - needs assistance						
	Comments:					
8. REMEMBERS INDEPENDENTLY TO FLUSH TOILET, WASH HANDS, DRY HANDS, THROW AWAY TOWEL (i.e., knows sequence.) NOTE: - needs help						
	Comments:					
9. TURNS ON FAUCET WITHOUT ASSISTANCE NOTE: - with gestures - with verbal cues - with assistance						
	Comments:					
10. TURNS OFF FAUCET WITHOUT ASSISTANCE NOTE: -with verbal cues -with gestures -with assistance						
	Comments:					
11. FINDS OWN WAY BACK TO ROOM FROM BATHROOM NOTE: -needs verbal directions -needs gestures -needs assistance						
	Comments:					

V. TOILETING (CON'T)

12. BRUSHES OWN TEETH WITH MINIMAL ASSISTANCE (i.e., reminded to brush a certain area)

NOTE: - accepts assistance
- resists assistance

Day 1	Day 2	Day 3	Day 4	Day 5	Total

Comments:

VI. OUTSIDE

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. FINDS OWN WAY OUTSIDE AND TO PLAYGROUND NOTE: - needs verbal cues - needs gestures - needs assistance						
	Comments:					
2. FINDS AN ACTIVITY IMMEDIATELY NOTE: - watches others first -needs adult direction - needs peer direction						
	Comments:					
3. CHOOSES A VARIETY OF ACTIVITIES EACH DAY NOTE: - chooses same activity - w/help chooses an activity - rarely chooses						
	Comments:					
4. INTERACTS WITH OTHERS IN COOPERATIVE PLAY NOTE: - associative - parallel - isolate						
	Comments:					
5. USUALLY ACTIVELY PARTICIPATES IN GROSS MOTOR NOTE: - usually participates in sedentary activities - will participate when adult near - reluctant to try gross motor activities						
	Comments:					

VI. OUTSIDE (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
6. MAINTAINS AN AVERAGE AMOUNT OF ENDURANCE NOTE: - tires easily during gross motor - excessively active						
	Comments:					
7. PEDALS A WHEEL TOY NOTE: - puts feet on pedals but does not push - pushes self on toy when feet on ground - rarely or never sits on wheel toy						
	Comments:					
8. SWINGS SELF NOTE: - sits on swing but does not swing - lays across swing but does not swing - never sits or lays across swing						
	Comments:					
9. ASKS FOR ASSISTANCE WHEN NEEDED NOTE: - gestures - screams - cries - gives no cues						
	Comments:					
10. CLIMBS ON CLIMBING EQUIPMENT RECIPROCALLY WITH CONFIDENCE NOTE: - not reciprocally - takes an excessive amount of time - without confidence - rarely climbs						
	Comments:					

VI. OUTSIDE (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
11. SLIDES DOWN SLIDE WITHOUT NEEDING ADULT AT BOTTOM OF SLIDE NOTE: - needs adult - slides forward - refuses to slide						
Comments:						
12. CHANGES ACTIVITIES APPROPRIATELY NOTE: - quickly changes activities - stays w/same activity - changes only when helped by adult - never changes activities						
Comments:						
13. RUNS IN A COORDINATED FASHION NOTE: - awkwardly - wide base gait						
Comments:						
14. THROWS A BALL IN THE DIRECTION INTENDED IN A COORDINATED FASHION NOTE: -uncoordinated -not in direction intended -does not throw -uses right/left hand						
Comments:						
15. KICKS A BALL IN THE DIRECTION INTENDED IN A COORDINATED FASHION NOTE: - uncoordinated - no direction - does not kick - uses right/left foot						
Comments:						

VI. OUTSIDE (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
16. CATCHES A LARGE SIZED BALL WITH CONFIDENCE NOTE: - with arms extended - with arms not extended - with fear						
	Comments:					
17. JUMPS UP WITH BOTH FEET TOGETHER CONFIDENTLY NOTE: - with help from adult - awkwardly - attempts but unable - without confidence						
	Comments:					
18. RARELY LOOSES BALANCE NOTE: - frequently loses balance - catches self with arms extended - falls						
	Comments:					

VII. STRUCTURED ACTIVITY-CENTERS

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. VERBALLY CHOOSES AN ACTIVITY NOTE: - gestures choice - approximates choice when given model - needs to be told where to go						
Comments:						
2. GOES DIRECTLY TO ACTIVITY INDEPENDENTLY NOTE: - needs to be guided - is distracted en route						
Comments:						
3. WHILE AT ACTIVITY PARTICIPATES APPROPRIATELY NOTE: - imitates peers - needs prompting to participate - rarely participates - participates inappropriately						
Comments:						
4. FOLLOWS DIRECTIONS GIVEN AT ACTIVITY NOTE: - needs constant guidance - uncooperative - when initial help is given continues along						
Comments:						
5. CHANGES FROM ONE ACTIVITY TO ANOTHER EASILY AND INDEPENDENTLY NOTE: - needs verbal cues - needs gestured cues - needs assistance - never changes activities						
Comments:						

VII. STRUCTURED ACTIVITY-CENTERS (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
6. COOPERATES WHEN CHANGING ACTIVITIES						
NOTE: - fusses - tantrums - ignores	Comments:					
7. USUALLY FINISHES ONE TASK BEFORE STARTING ANOTHER						
NOTE: - rarely finishes - never finishes - needs assistance	Comments:					

VIII. LUNCH TIME

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. TRANSPORTS SELF TO LUNCH ROOM INDEPENDENTLY NOTE: - needs assistance - if not guided will get lost						
	Comments:					
2. WALKS DOWN HALLWAY APPROPRIATELY NOTE: - grabs at objects - runs - bothers peers - sways from side to side						
	Comments:					
3. FINDS OWN SEAT IN LUNCH ROOM BY LOOKING FOR NAME NOTE: - takes excessive amount of time to find seat - by memory - needs to be shown seat						
	Comments:					
4. CLIMBS IN CHAIR INDEPENDENTLY NOTE: - needs assistance - sits in booster chair						
	Comments:					
5. REQUIRES VERY LITTLE HELP DURING LUNCH NOTE: - asks or indicates need for help too frequently - screams - cries - does not indicate need even when needed						
	Comments:					

VIII. LUNCH TIME (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
6. CUTS OWN FOOD IN BITE SIZE PORTIONS IF NECESSARY NOTE: - cuts food in large portion - attempts but can't cut - needs assistance						
	Comments:					
7. FEEDS SELF INDEPENDENTLY WITH UTENSIL NOTE: - uses utensil and hands (scoop w/hands) - needs help - uses fingers						
	Comments:					
8. CHEWS A VARIETY OF FOODS NOTE: -only chews soft foods -never chews						
	Comments:					
9. CHEWS FOOD WELL NOTE: - chews poorly - does not chew						
	Comments:					
10. SWALLOWS FOOD AND LIQUIDS WITH NO DIFFICULTY NOTE: - chokes - with little difficulty - with a great deal of difficulty - rarely chew hard food - hold food in mouth						
	Comments:					

VIII. LUNCH TIME (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
11. USES A SPOON APPROPRIATELY NOTE: - inappropriately - resists using a spoon - unable to use a spoon						
Comments:						
12. USES FORK APPROPRIATELY NOTE: - inappropriately - resists using a fork - unable to use a fork						
Comments:						
13. OPENS OWN MILK CARTON NOTE: - can start but can't finish - can finish but can't start - unwilling to try to open it						
Comments:						
14. DRINKS FROM CUP APPROPRIATELY WITH ONE HAND NOTE: - spills in transit - can't find mouth - with two hands - needs assistance - spills from mouth - tongue protrudes						
Comments:						
15. USES A STRAW APPROPRIATELY NOTE: - inappropriate - unwilling						
Comments:						

VIII. LUNCH TIME (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
16. EATS AT NORMAL PACE NOTE: - too slow - too fast						
	Comments:					
17. IDENTIFIES THE FOOD BEING EATEN WHEN ASKED NOTE: -if given choice will choose correct name -rarely or never identifies						
	Comments:					
18. FINISHES LUNCH IN TIME ALLOTED NOTE: - needs reminding to finish - finishes before time - rarely finishes in time						
	Comments:					
19. RETURNS OWN LUNCH TRAY OR TRASH UNASSISTED NOTE: -assisted -never returns tray or trash						
	Comments:					
20. CHILD EATS FROM WHOLE TRAY Child can eat with tray in front of him. NOTE: - easily distracted - needs much re-directing to finish - needs 1-1 - needs food to be given to him separately						
	Comments:					

VIII. LUNCH TIME (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
21. EATS NORMAL AMOUNT OF FOOD FOR AGE NOTE: -eats too much -eats too little						
Comments:						
22. CONVERSES WITH PEERS DURING LUNCH TIME NOTE: - converses with adults only - converses with self - no conversational language - attempts to socialize nonverbally						
Comments:						
23. GENERAL CAFETERIA BEHAVIOR IS APPROPRIATE NOTE: -very restless -runs -crawls under table						
Comments:						
24. ACCEPTS END OF LUNCH NOTE: - tantrum - crying - ignoring						
Comments:						
25. FINDS OWN WAY BACK TO THE CLASSROOM WITHOUT HELP NOTE: - needs assistance						
Comments:						

IX. STORY AND MUSIC TIME

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. EAGERLY GOES TO STORY AND SITS DOWN NOTE: - needs verbal direction more than once - needs assistance to sit down						
Comments:						
2. REMAINS SEATED FOR 10-15 MINUTES WITHOUT ADULT ATTENTION BEFORE DISTRACTED NOTE: - remains seated for 10-15 with adult - 5-10 - 0-5 - needs constant adult attention						
Comments:						
3. MAINTAINS EYE CONTACT WITH BOOK, STORYTELLER OR MUSICIAN 10-15 MINUTES BEFORE DISTRACTED NOTE: -5-10 -0-5 -briefly maintains eye contact -listens while not looking						
Comments:						
4. RARELY DISRUPTS STORY OR MUSIC NOTE: - disrupts by bothering person next to him - disrupts with vocalization - disrupts with gestures						
Comments:						
5. SITS QUIETLY DURING STORY NOTE: - engages in self stimulation while attending - engages in self stimulation while not attending - does not sit quietly						
Comments:						

IX. STORY AND MUSIC TIME (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
6. RESPONDS TO QUESTIONS ABOUT STORY OR MUSIC IN COMPLETE SENTENCES NOTE: - 3-4 words - 1 word - jargon - does not respond - responds inappropriately						
Comments:						
7. ASKS QUESTIONS ABOUT THE STORY OR MUSIC OR RELATED INCIDENT NOTE: - seldom asks questions - never asks questions						
Comments:						
8. ACTS OUT PART OR ALL OF STORY UPON REQUEST NOTE: - acts out inappropriately - acts out w/1 or 2 brief gestures - never acts out story						
Comments:						
9. CLAPS HANDS TO RHYTHM OF MUSIC NOTE: - or other body part to follow rhythm - claps hands but not to rhythm - does not clap hands						
Comments:						
10. PARTICIPATES IN SONGS BY SINGING AND GESTURES NOTE: - participates with gestures but does not sing - participates with singing but does not gesture - does not participate						
Comments:						

IX. STORY AND MUSIC TIME (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
11. ASKS FOR CERTAIN SONG OR STORY NOTE: -asks but not for particular song or story -does not ask						
	Comments:					
12. VERBALLY CHOOSES INSTRUMENT TO PLAY NOTE: - points to instrument wanted - does not choose						
	Comments:					

X. REST TIME

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. RESPONDS TO CUE FOR REST TIME BY COOPERATING NOTE: - fusses - tantrums - runs in other direction - ignores						
	Comments:					
2. RECOGNIZES OWN PLACE WHERE MAT IS LOCATED, GOES THERE AND LIES DOWN OR GETS MAT & LIES DOWN NOTE: - needs to be taken to mat - when shown will go lie down - goes to mat but doesn't lie down - needs assistance lying down						
	Comments:					
3. REMAINS ON MAT WITHOUT ADULT ATTENTION FOR AT LEAST 10-15 MINUTES NOTE: - 5-10 - 0-5 - falls asleep - needs occasional adult attention - needs adult attention the whole time						
	Comments:					
4. LIES APPROPRIATELY ON MAT ENTIRE REST TIME NOTE: -cries -babbles -engages in self stimulation -infantile behavior						
	Comments:					

REST TIME (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
5. RESTS QUIETLY NOTE: - rests quietly when given a blanket, toy, book, etc. - does not rest quietly						
	Comments:					
6. PICKS UP OWN MAT AND CARRIES IT TO BE PUT AWAY NOTE: - needs assistance - when shown where to take it - needs directions repeated - resists getting up						
	Comments:					

XI. SMALL GROUPS

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. UPON INITIAL CUE, TRANSPORTS SELF TO SMALL GROUP WITHOUT ASSISTANCE NOTE: - needs assistance - needs directions repeated - resists going to small group - ignores directions						
	Comments:					
2. STAYS WITH GROUP AND ATTENDS WITHOUT DISTRACTION NOTE: -needs to be reminded to stay with group -distracted easily by those in group -distracts those in group						
	Comments:					
3. FOLLOWS DIRECTIONS GIVEN IN GROUP NOTE: - needs considerable prompting - needs directions repeated						
	Comments:					
4. MAINTAINS ATTENTION IN GROUP 10-15 MINUTES BEFORE NEEDING ADULT ATTENTION NOTE: -5-10 -0-5 -needs constant adult attention -does not attend						
	Comments:					
5. PARTICIPATES IN GROUP WILLINGLY NOTE: - needs prompting to participate - does not participate						
	Comments:					

XI. SMALL GROUPS (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
6. INTERACTS WITH OTHERS IN GROUP APPROPRIATELY NOTE: - interacts inappropriately - does not interact						
	Comments;					
7. COMPLETES GIVEN TASK DURING TIME ALLOTED NOTE: - almost completes - never completes						
	Comments:					
8. ANSWERS SIMPLE QUESTIONS ABOUT ACTIVITY WITH COMPLETE SENTENCES NOTE: - 3-4 word phrases - 2 word phrases - 1 word - gestures - does not answer						
	Comments:					
9. ASKS QUESTIONS ABOUT SMALL GROUP ACTIVITY NOTE: - asks inappropriate questions - never asks questions						
	Comments:					
10. RECALLS FROM DAY TO DAY THE ACTIVITY DURING SMALL GROUPS WHEN ASKED NOTE: - recalls with verbal cues - no memory - is inconsistant in recalling						
	Comments:					

XII. INDIVIDUALS

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. ACCEPTS INDIVIDUAL TIME						
NOTE: - needs assistance - resists going to individuals - goes seemingly unaware of where - verbalizes about going - gestures about going	Comments:					
2. WAITS FOR DIRECTIONS BEFORE WORKING ON TASKS						
NOTE: - grabs for objects on table - when told not to grab will stop - needs assistance in restraining grabs	Comments:					
3. ATTENDS TO TASK FOR AT LEAST 10-15 MINUTES						
NOTE: - 5-10 - 0-5 - needs constant reminding to attend - does not attend	Comments:					
4. WORKS ON TASK WELL AND WILLINGLY						
NOTE: - needs constant encouragement to work - needs physical attention (hugging, etc.) - relaxes during individuals - verbalizes more during individuals	Comments:					

XII. INDIVIDUALS (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
5. ESTABLISHES EYE CONTACT DURING INDIVIDUALS NOTE: - needs encouragement to establish eye contact - makes eye contact while listening - rarely establishes eye contact - constantly resists eye contact						
Comments:						
6. ASKS QUESTIONS ABOUT ACTIVITY OR TASK NOTE: - does not ask questions						
Comments:						
7. ANSWERS QUESTIONS ABOUT ACTIVITY OR TASK NOTE: - answers inappropriately - gestures answer - does not answer						
Comments:						
8. REACTS TO CUE FOR LEAVING TIME BY COOPERATING NOTE: - eagerly leaves room - ignores - blank expression - fusses - needs directions repeated with gestures - needs assistance to leave						
Comments:						

XIII. END OF DAY

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
1. VOLUNTEERS COMMENTS ABOUT THE DAYS ACTIVITIES NOTE: - when asked will answer - does not answer when asked - when given choice between two, chooses the one done that day						
	Comments:					
2. FINDS OWN BELONGINGS TO TAKE HOME NOTE: - when shown location can go and get them - needs belongings given to him						
	Comments:					
3. PUTS ON OWN COAT, ETC. AND FASTENS INDEPENDENTLY NOTE: - puts on own coat but can't fasten - assists in putting on coat - needs coat to be put on						
	Comments:					
4. TRANSPORTS SELF OUTSIDE AND ONTO BUS INDEPENDENTLY NOTE: - needs assistance - needs verbal directions to find outside						
	Comments:					
5. LOCATES OWN BUS NOTE: - visually - gesturing - does not locate own bus						
	Comments:					

XIII. END OF DAY (CON'T)

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
6. CLIMBS ONTO BUS UNASSISTED NOTE: - needs support - needs to be lifted onto bus						
	Comments:					
7. INITIATES "GOOD-BYE" OR SIMILAR SAYING WITH GESTURES NOTE: - approximates "good-bye" - imitates - waves good-bye only						
	Comments:					
8. WILLINGLY ACCEPTS TIME TO GO HOME NOTE: - anxious to go home - reluctant to go home - seems unaware of time to go home						
	Comments:					

GENERAL LANGUAGE OBSERVATIONS

	Consistently	Occasionally	Rarely
1) Requires little or no verbal repetition of general classroom directions. Describe:			
2) Requires additional cues (gestural, visual, etc.) in order to follow directions. Describe:			
3) Appears well oriented to time, person, place. Describe:			
4) Responds appropriately to social speech from adults. Describe:			
5) Responds appropriately to what other children say. Describe:			
6) Uses oral language to affect change in his environment. Describe:			

	Consistently	Occasionally	Rarely
7) Relies on gestural language only to affect change in his environment. Describe:			
8) Labels or comments but does not expect to affect change in his environment. Describe:			
9) Uses language spontaneously to communicate needs with adults. Describe:			
10) Uses language spontaneously to communicate needs with peers. Describe:			
11) Uses language spontaneously to communicate feelings with adults. Describe:			
12) Uses language spontaneously to communicate feelings with peers. Describe:			

13) Child uses mostly:

complete sentences _____

3-4 word phrases _____

1 word utterances _____

vocalizes _____

14) Spoken language is appropriate to situtation.

Describe:

15) Does child express self readily (in words) in:

one to one _____

small group _____

large group _____

Describe:

16) For the most part:

Speech is intelligible to unfamiliar listener _____.

Speech is intelligible to familiar listener _____.

Speech is difficult to understand unless topic is known _____.

Speech is unintelligible_____.

17) Check if applicable:

Child seems aware that talking is difficult for him _____ .

Child perceives talking as difficult or uncomfortable process

_____.

Child is easily frustrated when trying to express self _____
(e.g. does child refuse to repeat an utterance?)

GENERAL OBSERVATIONS OF MOTOR ACTIVITIES

	Consistently	Occasionally	Rarely
1) Good coordination present in fine motor activities.			
2) Good coordination present in gross motor activities.			
3) Walks with ease.			
4) Walks with wide base gait.			
5) Holds onto wall when walking.			
6) Walks while holding onto hand.			
7) Uses both hands in bilateral activities.			
8) Demonstrates a hand preference for the right.			
9) Demonstrates a hand preference for the left.			
10) Does not demonstrate a hand preference.			
11) Loses his balance often while sitting.			
12) Loses his balance often while standing.			
13) Loses his balance often while walking.			
14) Shys away from playground equipment.			
15) Easily frustrated when doing fine motor work.			
16) Easily frustrated when doing gross motor work.			
17) Participates in ball activities (catching, throwing, rolling, etc.)			

18) At end of day child demonstrates:

excessive fatigue _____

becomes more aggressive _____

becomes more passive _____

no noticeable effect _____

other _____

19) Prefers activities

involving eye-hand _____

listening _____

gross motor _____

other_____

20) Please list what types of manipulative toys the child prefers.

TEACHER INTERPRETATION OF CHECKLIST

Date: _____

Team: _____

Interpretation:
(include attention span in each type of group situation, level of activity, deductions about a child's functioning level, strong and weak areas, and so forth.)

CHECKLIST STAFF REVIEW FORM

Date reviewed by staff _____

Participants _____

Content of Discussion

Teacher:

Speech Therapist:

Occupational Therapist:

Physical Therapist:

Educational Diagnostician:

CHECKLIST PARENT REVIEW FORM

Date:_____

Participants:_____

Content of Discussion:

The project presented or reported herein was performed pursuant to a Grant from the United States Office of Education, Department of Health Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education; and no official endorsement by the United States Office of Education should be inferred.